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ABSTRACT

Noting the usefulness of feature films as case studies in communication courses, this 31-item bibliography lists resources for those communication educators who want ideas for using feature films in their courses. Annotations are provided for some of the journal articles, textbooks/instructor's manuals, and ERIC documents in the bibliography--especially for those sources with titles that are not self-explanatory. Items in the bibliography were published between 1937 and 1994. (RS)

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Speech Communication Association Bibliography

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Feature Films for Communication Courses: A Bibliography

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Over the last several years, we have taken part in numerous discussions about feature films as instructional resources. The discussions have been held in a variety of contexts, including convention panels, journal pages, and coffee shops. A question we frequently hear is, "What film(s) would you use if you wanted to teach _____?" The blank has been filled with topics such as interpersonal, group, gender, organizational, conflict, power, self-concept, ethics, or other issues related to communication education. It would seem that many of us are looking for new and meaningful ways to use feature films as illustrative case studies in our classrooms.

Once upon a time, the only way to answer the question was informally; that is, by offering an opinion or directing the inquirer to someone who had experience in the area. Recently, however, the process has been formalized and expanded through various written materials. Rather than keeping lists of films in our heads, we can now refer people to articles, textbooks, and documents. The new trick is remembering the references for these works in circulation. This article is an attempt to remedy that problem. We offer here a list of resources for those who want ideas for using feature films in their communication courses.

A few words of explanation. We have annotated some, but not all, of the references. The annotations are not statements of stronger recommendation; we simply chose to describe the contents of sources whose titles are not self-explanatory, or those with which we are particularly familiar. While the lists are intended to be comprehensive, they are not exhaustive. We welcome you to acquaint us with references we have omitted. We are encouraged by the number of people who are using feature films in their classes, and we urge you to enter the ongoing discussion of these valuable instructional resources.

Journal Articles

Bourhis, J. (1992). Video groups. Speech Communication Teacher, 6, 12.

--Describes the value of feature films (rather than "fishbowl" exercises) for teaching small group communication.

Foss, K. A. (1983). Celluloid rhetoric: The use of documentary film to teach rhetorical theory. Communication Education, 32, 51-61.

Hall, D. (1991). Join The Breakfast Club. Speech Communication Teacher, 5, 3.

Harrington, K. V., & Griffin, R. W. (1989). Ripley, Burke, Gorman, and friends: Using the film "Aliens" to teach leadership and power. Organizational Behavior Teaching Review, 14, 79-86.

Langworthy, H. (1937). Motion pictures as a teaching device. Quarterly Journal of Speech, 23, 299-303.

--A chestnut. Take your classes to the theater to see "recent" films such as Treasure Island and David Copperfield.

McGowan, L. (1993). St. Elmo's Fire as a tool for discussing conflict management. Speech Communication Teacher, 7, 12-13.

--Contains a helpful chart of characters, concepts, scenes, and examples.

McKinney, B. C. (1990). The group process and 12 Angry Men. Speech Communication Teacher, 4, 1-2.

Proctor, R. F. (1993a). Using feature films to teach critical thinking: Multiple morals to the stories. Speech Communication Teacher, 7, 11-12.

Proctor, R. F. (1992a). Roger and Me: A critique for the classroom. Journal of the Oklahoma Speech Theatre Communication Association, 14, 75-78.

--Describes the use of Roger and Me for teaching a college course in interviewing.

Proctor, R. F. (1992b). Teaching small group communication with feature films. Journal of the Illinois Speech Theatre Association, 43, 28-37.

--Lists 15 group films (see also Proctor, 1991a) and describes non-traditional approaches for using The Breakfast Club and Twelve Angry Men (see also Proctor 1993a, 1991b, 1990b).

Proctor, R. F., & Adler, R. B. (1991). Teaching interpersonal communication with feature films. Communication Education, 40, 393-400.

--Offers a rationale, 70 titles, and strategies for teaching with feature films. Also provides references from other disciplines and information about a database available from the second author. A good "starter" article.

Proctor, R. F. (1990a). Feature films and interpersonal communication: A marriage worthy of a course. Michigan Association of Speech Communication Journal, 25, 1-12.

Proctor, R. F. (1990b). Thinking critically about Twelve Angry Men. Speech Association of Minnesota Journal, 17, 77-81.

Remender, P. A. (1992). Using feature films to encourage critical thinking. Southern Social Studies Journal, 17, 33-44.

Serey, T. T. (1992). Carpe Diem: Lessons about life and management from Dead Poets Society. Journal of Management Education, 16, 374-381.

Shields, D. C., & Kidd, V. V. (1973). Teaching through popular film: A small group analysis of The Poseidon Adventure. Speech Teacher, 22, 201-207.

--One of the first film/pedagogy articles. Declares "a mandate for using art forms to explicate communication theory" (p. 201).

Siddens, P. J. (1992). Literary texts, films, and solo performances. Speech Communication Teacher, 6, 7-8.

Winegarden, A. D., Fuss-Reineck, M., & Charron, L. J. (1993). Using Star Trek: The Next Generation to teach concepts in persuasion, family communication, and communication ethics. Communication Education, 42, 179-188.

--While this deals with a TV series, Star Trek episodes are available on videotape. Recommended article.

Zorn, T. E. (1991). Willy Loman's lesson: Teaching identity management with Death of a Salesman. Communication Education, 40, 219-224.

Textbooks/Instructor's Manuals

Adler, R. B., & Rodman, G. (1994). Understanding human communication (5th ed.). Fort Worth, TX: Harcourt Brace.

--Each chapter of this hybrid text ends with a list/description of relevant films.

Adler, R. B., Rosenfeld, L. B., & Towne, N. (1995). Interplay: The process of interpersonal communication (6th ed.). Fort Worth, TX: Harcourt Brace.

--Each chapter of this interpersonal text has three "Film Clip" sidebars related to the chapter's concepts. The Instructor's Manual also discusses the use of film in the classroom.

Canary, D. J., & Cody, M. J. (1994). Interpersonal communication: A goals-based approach. New York: St. Martin's.

--Illustrates several concepts/theories with sidebar excerpts from feature films.

Griffin, E. (1994). A first look at communication theory (2nd ed.). New York: McGraw-Hill.

--Appendix lists films for various theories/concepts; text uses extended illustrations from feature films.

Proctor, R. F. (1993b). Teaching the hybrid course with feature films. In R. W. Martin & R. Verderber, Instructor's Resource Manual to Accompany Communicate! (7th ed.). Belmont, CA: Wadsworth.

--Lists/describes eight movies for interpersonal/group concepts.

Rothwell, J. D. (1992). Instructor's manual to accompany In Mixed Company: Small Group Communication. Fort Worth: Harcourt Brace.

--Describes uses for several feature films.

Stewart, J. & Logan, C. (1993). Together: Communicating interpersonally (4th ed.). New York: McGraw-Hill.

--Several chapters in this interpersonal text include films in their resource list.

ERIC Documents

ERIC documents are available for copying (from microfiche) in most academic libraries. Many of these documents were originally convention papers; check ERIC listings for updates.

Aiex, N. K. (1988). Using film, video, and TV in the classroom. (ERIC Document ED 300 848).

Jensen, M. D. (1981). Teaching interpersonal communication through novels, plays, and films. (ERIC Document ED 213 055).

O'Mara, J. (1991). Teaching intercultural communication through the Hollywood film: An analysis of "Witness". (ERIC Document ED 336 765).

Proctor, R. F. (1991a). Teaching group communication with feature films. (ERIC Document ED 343 175).

Proctor, R. F. (1991b). Do the ends justify the means? Thinking critically about Twelve Angry Men. (ERIC Document ED 336 784).